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ABSTRACT

This paper focuses on the Bilingual Department of the Boston Public Schools and how with the financial and technical support of the Institute for Learning and Teaching, funded in part under Title VII of the 1965 Elementary Secondary Education Act, it devised effective inservice training programs for bilingual teachers. Two points are of particular interest: (1) the shift from the piecemeal English as a Second Language program to the more comprehensive bilingual programs, and (2) the development of a process by which specific training needs could be identified and acted on. The passage of the Massachusetts Bilingual Law gave the Bilingual Department a huge responsibility. The expansion of its responsibilities to include providing principles and procedures for designing bilingual programs in individual schools for multicultural groups produced an expansion of the staff. Newly adaptive staffing patterns consisted of representatives from multicultural groups of teachers, regional responsibilities of a group of consultant-teachers, community coordinators, and guidance counselors. The staff's basic goals were to cooperatively develop, with individual schools, procedures for establishing effective bilingual education programs. They were responsible for providing program and curriculum advice, materials, and teacher training. (Author/JM)

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MULTICULTURAL TEACHER TRAINING

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MULTICULTURAL TEACHER TRAINING

A descriptive account of a collaborative training program in bilingual education by the Department of Bilingual Education of the Boston Public Schools and the Institute for Learning and Teaching at the University of Massachusetts, Boston.

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Introduction

In 1960, 955 Puerto Ricans lived in Boston.[1] By 1972 this number had swelled to approximately 40,000—the largest non-English speaking population in the city.[2] Children in this group clearly needed special educational programs. Although the Boston Public Schools has worked with a variety of such programs, this paper focuses on the Bilingual Department and how with the financial and technical support of the Institute for Learning & Teaching it devised effective in-service training programs for bilingual teachers. Two points are of particular interest: (1) the shift from piecemeal English as a Second Language programs to the more comprehensive bilingual programs, and (2) the development of a process by which specific training needs could be identified and acted upon.

Background:

In 1967, the Boston Public Schools applied for a Title I federal grant to subsidize a program for non-English speaking children. The program, which was housed in nine schools,[3] involved "pulling out" children for a brief forty-five minutes of daily instruction in English as a Second Language (ESL). The rest of the day the children were in classes geared for English speaking students. By 1969, the school system began hiring ESL teachers out of its own budget, supplementing the Title I programs.

The pull-out approach failed to meet the needs of Spanish speaking children in many ways. There was a high drop-out rate and few students were going on to high school. From 1965 to 1969, only four Puerto Rican students graduated from Boston high schools. The Task Force Report on Children Out of School reported that thousands of Puerto Ricans and other immigrant groups were out of school because of a lack of suitable programs. Community leaders persuaded the School Committee to provide funds for the development of more substantial programs for non-English speaking children.

In September 1969, the School Department applied for a Title VII grant and set up a pilot bilingual program. In contrast to the forty-five minute "pull-outs," the pilot program was all day in scope, involving classes conducted in the child's native language as well as classes in English. The Title VII program consisted of six classes for children from six to fourteen who were grouped according to their ages.

This bilingual approach was expanded in 1970 when the School Committee partially financed three model "bilingual clusters" in the South End and Dorchester. The clusters were *all-day* programs, separate from the regular public schools, set up specifically to provide for more Puerto Rican children reported to be out of school. Many of the teachers hired were native Spanish speakers and teacher aides from the community were also hired. The cluster program began with a door-to-door search for the children who were out of school. The motive behind the project was to give the children a transitional bilingual program which would eventually integrate them into the regular public school program.

In September of 1970, the School Department, becoming cognizant of the need for organizing the bilingual and ESL teachers scattered throughout the city, established the Department of Bilingual Education. By this time there were 70 ESL teachers, including those in federally funded programs.

It was at this time that the programs across the city

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[1] 1960 U.S. Census data.

[2] Model Cities "La Alianza Proposal."

[3] In the South End, North Dorchester, Roxbury, Jamaica Plain and South Boston.

took a new turn. The cluster schools and Title VII program had established that there was a need for all-day bilingual classes. The newly established Bilingual Department shifted its emphasis from the ESL pull-out types of programs to the full-day bilingual programs.

The main problem with the ESL pull-out program was that the children had ESL for only 45 minutes a day and spent the rest of their time struggling with and often not understanding a curriculum geared to English speaking children.

As the Bilingual Department expanded and developed its efforts in this direction, it encountered some problems. For example, some personnel within the school system were opposed to the idea of special bilingual classes. This group reflected the view that non-English speaking children could learn English in regular classes. Special bilingual classes were seen as a means of giving a relatively few children preferential treatment. In some schools administrators and staff saw the creation of small, bilingual classes as an additional burden which aggravated the already existing problem of overcrowded classrooms. The problem of inadequate space in some schools resulted in ESL classes being conducted in sections of the school basement or auditorium, on staircase landings, or in the teachers' room.

During 1971, the Commonwealth of Massachusetts became the first state in the country to pass a bill mandating bilingual education. Other states had laws permitting bilingual education (New York, California, Texas, New Mexico, and Illinois), but Massachusetts was the first state to mandate such a practice. The new law required that any school district with 20 or more students of any one language minority must provide bilingual education. This law required that significant changes be undertaken in the education of non-English speaking children. The Bilingual Department was given the responsibility of establishing programs in compliance with the new law. Because the programs had to be initiated in a short period of time, there was not sufficient time for adequate orientation of school personnel.

The law soon led to a rapid expansion of the Bilingual Department. From 1970 to 1973, the Department increased its staff to 167, operating on a budget of two million dollars. An additional 35 teachers were requested for the 1973-74 school year. Given this rapid growth, the Department faced a pressing need for developing comprehensive programs and high quality materials, and the training of bilingual teachers. This booklet focuses on the Department's efforts with support from The Institute for Learning & Teaching, to train teachers effectively.

In the past, the problems facing an ESL or bilingual teacher were in many ways unique. In all probability the bilingual teacher was the only such teacher assigned to a specific school. Often, because of overcrowded conditions, the bilingual or ESL classes might be assigned to cramped, unsuitable areas like closets or corridors. The individual schools seldom had available any materials designed specifically to meet the needs of non-English speaking students. Other faculty members, untrained in teaching ESL and with little or no support services, had been frustrated in their attempts to reach non-English speaking students and often viewed these children as problems because they had great difficulty functioning in a regular classroom situation.

In actually facing a group of children who had been assigned to an ESL or bilingual class, the bilingual teacher would discover a complexity of problems. Several of the students may have recently arrived from Puerto Rico with little or no speaking ability in English. Some of these children may never have attended school before. Another portion of the class may have included students who had resided in Boston for several years, spoke some English, but had a history of failure in school because of an inability to read. Some of these students may have been characterized as discipline problems. To compound this situation, the

class probably reflected a wide range of age and ability levels.

The ESL and bilingual teachers still face many problems. Fluent in the home language of the children, they often are the only teachers in a building who can communicate with the students and their parents. Bilingual teachers often are expected to settle intercultural difficulties, translate notices and talk to non-English speaking parents. In spite of the fact that bilingual teachers are fluent in the home language of the children, they may not necessarily have been trained as teachers or be familiar with the various methodological approaches to bilingual education. The bilingual teacher must individualize programs to fit the needs of the particular children, and decide on some grouping plan. The teacher has to decide whether to divide the children on the basis of their ability to speak English, or by their age, or according to their ability to read in Spanish. Even today with the availability of bilingual training programs and many materials, the problems of bilingual education are many.

Many of these problems are shared by entire school staffs. Principals and teachers must cope with the problem of overcrowded schools, many of which offer inadequate or outdated facilities. A student population which reflects various racial, cultural and economic backgrounds challenges an entire school's resources.

New programs often impose additional burdens on a school. Although many schools welcomed and supported the new bilingual program, some concerns resulted among principals and their staffs because of the perspective from which they viewed the program. Most teachers average classes of from 25 to 35 students, while the Bilingual Law mandates a minimum of 15 children per bilingual class or a maximum of 20 children if an aide is assigned to a class. While it is not unusual for bilingual classes to have aides, it is very seldom that regular classes are assigned aides. Again, the Bilingual Department has made a great and successful effort to provide strong support services to the relatively small groups of bilingual teachers and students in the form of teacher workshops, supplementary materials and audio-visual equipment, while the vast majority of teachers find such support more difficult to obtain.

Because the typical ESL teacher had to cope with a number of problems, each potentially overwhelming, the Bilingual Department evolved various ways to help its teachers survive and at the same time try to move toward a more comprehensive bilingual approach. The Department's small group of consultant-teachers was assigned the responsibility of providing support services to teachers. In 1972-1973 the Bilingual Department hired six guidance counselors and, through Title I funding, six community coordinators. The guidance counselors worked with problems of individual students in school. This included adjusting grade placement when necessary, finding appropriate courses of study, acquiring transcripts from previous schools (including schools in Puerto Rico), and academic or vocational counseling. The guidance counselors were directly responsible for the rise in the number of non-English speaking graduates.

The community coordinators served as liaisons between the school and home. They visited homes to deal with health, educational, housing, and welfare problems. They helped parents make use of the resources of community agencies and informed them about school programs. The roles of the consultant-teachers, guidance counselors and community coordinators offered support for all of the children and teachers in the Bilingual program. The department also worked to develop a mental health program involving services for exceptional children. This included classes for the mentally retarded and emotionally disturbed children.

The Consultant-Teachers:

In 1971 the Bilingual Department designated three bilingual teachers to serve as consultant-teachers. They were to provide on-site support to teachers, evaluate teachers and order new materials as well. The consultant-teacher was assigned the task of helping teachers deal with the problems mentioned above. When a new ESL or bilingual program was initiated, a consultant-teacher provided help in organizing the program.

Once bilingual programs were established in schools, consultant-teachers made regular visits to provide teachers with assistance and support. This assistance might relate to the problems of individual students, including such areas as grade placement, testing, and diagnosis of learning disabilities. The consultant-teachers also provided bilingual teachers with materials and information about various innovative curricula. Under their direction, teachers were kept informed of in-service training programs. Such workshops provided opportunities for teachers from different schools to meet and discuss mutual problems and concerns. In addition teachers were notified of programs and courses in which they could participate, including Spanish language classes and courses in the history and culture of the groups with which the teachers were working. Consultant-teachers also kept teachers informed of agencies and programs in the neighborhoods of their schools which could help newly arrived non-English speaking families.

Since the consultant-teachers had such a close relationship with the teachers and saw them in their classrooms, they could really understand some of the teachers' needs. Although the consultants could give some individual training in the classroom, they could also see that there were several teachers with similar needs who could be brought together to learn. These times together provided an opportunity for exchange of ideas and information which helped the teachers realize that the problems in their classrooms were not unique. Over the next three years, the consultant-teachers acquired the responsibility for in-service training in addition to their individual visits and support activities. This meant that the consultant-teachers had to learn how to design and initiate training programs that responded to the needs of the teachers in the field. They developed their role as trainers in collaboration with the University of Massachusetts' Institute for Learning and Teaching.

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The Institute for Learning and Teaching (ILT):

The Institute for Learning and Teaching, part of UMass/Boston, is a training service for urban educators. The Institute staff consists primarily of consultants who collaborate with various client groups in the planning and execution of in-service training programs, workshops, and other forms of training. Bilingual education was one of the Institute's priority areas, and after a period of negotiation between the Institute and the Bilingual Department, the Institute agreed to help the department develop in-service training programs.

The Institute's principal role was to help the Bilingual Department identify teachers' needs and find appropriate resources for meeting those needs. The Institute consultant played a significant role in several areas: (1) helping the Department define the focus of its training as bilingual rather than ESL; (2) assisting the consultant-teachers in assessing the teachers' needs and in planning in-service programs around those needs; and (3) providing direction in expanding the thrust of training to include teachers who work with Chinese, Italian, Haitian, Greek and Portuguese students; and (4) through funds allocated by ILT, providing financial assistance for those programs.

During the three years of the training program, 1971-1974, the role of the consultant changed in many ways. In the beginning the trainer spent a great deal of time asking questions and making a needs assessment of the program. After establishing the consultant-teachers as a planing group the consultant trainer's role became that of a resource person, often helping the group to define its direction and goals or suggesting workshop leaders. In the third year of the program the consultant trainer was more in the background, leaving a larger responsibility for the program with the consultant-teachers.

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Spring: 1971

The first in-service effort was a pilot workshop, open to any teachers who had Spanish speaking children in their classes. The workshop objectives were to help the teachers become more conscious of the problems of their Puerto Rican students and to help them deal with classroom situations. Topics included Puerto Rican and urban culture, linguistic issues, absenteeism, reading problems, and ESL methods. The groups were large and the workshops addressed a wide range of issues.

The First Year: 1971-1972

A number of different activities characterized the 1971-72 school year: (1) A series of workshops was offered to all the teachers in the Bilingual Department. The workshops were led primarily by experienced teachers in Boston Bilingual or ESL programs. Topics included mental health, teaching reading in English and Spanish, math, science, and ESL methods. (2) A delegation of six teachers in the bilingual clusters was sent to the National Bilingual Conference in Texas. This trip brought the delegation of teachers in touch with the national movement for bilingual education. They met with other (Boston) teachers both before and after their trip to keep them informed. (3) Teachers participated in a statewide bilingual conference sponsored jointly by the Institute for Learning and Teaching and the New England School Development Council. The conference grew out of a desire on the part of Boston's bilingual teachers to work with teachers from across the state. Bilingual teachers from several cities were invited to a planning meeting at the Institute for Learning and Teaching. These teachers became the workshop leaders. Teachers were invited to bring curriculum ideas and educational methods to the conference to share with other teachers. The workshop leaders acted as discussion leaders for all of the sessions. (4) A course in English was provided for community aides who spoke little or no English. (5) The department helped develop an educational TV program in January aimed at the Spanish speaking audience. The program production provided an opportunity to bring together teachers, community aides, community people and children.

Perhaps the most important development of the 1971-72 school year was that, in designing the above training activities, a planning team evolved, consisting of three consultant teachers, three administrators, and the consultant from the Institute. This team accepted the responsibility for formulating a summer pre-service training program for all new bilingual teachers.

In order to involve teachers in the planning process, the team held a series of meetings in the spring. Letters were sent out to all teachers announcing the meeting. The meeting was held with about forty teachers, representing more than half of the total number of bilingual teachers. They were divided into three smaller working groups: Spanish, Italian, and Chinese, in order to generate ideas for separate and unique training for each language group.

After the initial working session, the planning team pulled together all of the ideas of the three groups and developed a design for the summer workshop. The teachers came together again to approve and modify the plan. The teachers' suggestions thus helped shape the content and structure of the pre-service training. Through these meetings the Department's consultant-teachers were able to identify teachers' specific needs.

For example, one very strong opinion was that small group discussions were the most useful kind of workshop. Teachers put great value on presentations by classroom teachers displaying actual work and lessons. There was a negative feeling about theoreticians giving general lectures.

Teachers expressed a need to discuss cultural differences and problems arising from cross-cultural encounters. They also felt that if a workshop leader raised such an issue, such

as Anglos teaching Puerto Rican children, he or she should also follow up with suggestions on how to deal with the problem. The planning team incorporated these and other suggestions into the pre-service training.

The planning team also kept in touch with teachers through an evaluation of the spring workshops. The evaluation revealed that a majority of teachers responded positively to the workshops. Those who said the workshops were not meeting their needs made important suggestions which the planning team used in thinking about the training for the following year.

This evaluation revealed that many teachers wanted different workshops for the three major language groups: Spanish, Italian, and Chinese. This was a new approach for the program which had previously focused only on Spanish.

Another suggestion was to have separate training for junior high school, high school, and elementary teachers. Both of these suggestions were followed in both the pre-service workshop and the 1972-73 training program.

Both the teacher meetings and the evaluation in the spring of 1972 served as a model for planning future training. The central feature of the model was that the program reflect teachers' needs. Training goals and objectives changed through the joint planning process of the teachers and the planning team. The philosophy which developed from this joint planning process was based on the following premises:

1. To provide training that reflected the teachers' stated needs
2. To provide differential training for the different language groups as well as for the different grade levels
3. To have experienced teachers lead the workshops
4. To emphasize the process of how programs are developed
5. To provide teachers with new skills
6. To provide workshops on cultural issues

As the planning team began to focus on teachers' needs, it developed a better defined philosophy for the training programs.

A week-long pre-service workshop was held in late August of 1972 for all new teachers. The three consultant teachers from the Bilingual Department ran the workshop. Several workshops were held at one time, providing for the needs of different language groups and different grade levels. The consultant-teachers video-taped some actual classroom situations and used these tapes as learning material for the workshops. Several of the workshop leaders were experienced teachers. Outside consultants from San Francisco, New York, and Washington, D.C. came to give workshops for the Chinese and Italian teachers.

There were also workshops in teaching reading in Spanish for prospective elementary and secondary teachers, on Puerto Rican history and culture, ESL methods, math and science. One workshop focused on parent involvement in the schools and another on the role of the community aide in the classroom. The specific role of the consultant-teachers was addressed in another workshop. The consultant-teachers were to have the responsibility of visiting the classrooms on a regular basis to give teachers ideas, support, advice and information on relevant materials.

The pre-service workshop carried out the philosophy of the training program and the goals and objectives that the teachers had put together in their planning sessions in the spring. These workshops also provided a base for developing the workshops for the following school year.

The Second Year: 1972-1973

The in-service program for 1972-73 was built on the Department's previous experience as well as on a new series of meetings with all of the interested teachers. The planning team for this year included six consultant teachers: four Spanish speakers, one Italian, and one Chinese, as well as the consultant trainer from the Institute. The program was more extensive than the previous two years.

There were weekly workshops in the fall. Several workshops focused on skills of techniques for teaching specific matter. Generally there were three workshops given at one time, thus providing for the needs of both elementary and secondary, Chinese, Spanish or Italian teachers.

For example, at one of the training sessions, Nesta Rivera, a teacher in the Bilingual Department, gave a workshop in Spanish reading for the elementary grades. Miss Rivera had experience teaching in Puerto Rico and she discussed how she taught reading in a way that made it relevant to the lives of her children. This included the creative use of one of the Spanish reading series texts.

At the same time that the reading workshop was being given, two other workshops were going on for other groups of teachers. One was in art for the secondary level and the other was in the development of reading games. In the art workshop teachers made puppets in an ESL class to foster dialogue among the children. At the reading workshop the teachers and leader brought in reading games which they had developed and then encouraged the teachers to create their own games based on their classroom situations.

One workshop was on "organic reading." The teacher who led the workshop had the children in her class write stories and then bind the stories in books. The workshop gave teachers ideas on how to stimulate creative writing as well as how to bind books.

One workshop was specifically for teachers working with Chinese students. It was conducted by Jean La Chin, a psychologist at the Thom Clinic in Boston. It examined the acculturation process and the impact of education in developing a positive cultural identity. The focus was on Chinese attitudes towards mental health problems and the role of the teacher as liaison to Chinese parents in making mental health referrals. Each teacher brought experiences and problems to the workshop to share with the other teachers and the group leader.

Consultants from other parts of the country came to give workshops. Dr. Uvaldo Palomares from the Institute for Personal Effectiveness in Children, in California, came to talk about affective communication skills with children. He focused on developing cultural sensitivity and effective listening skills in teachers.

Awilda Orta, the project director of the Bilingual Mini-School in New York, directed her talk to the bilingual teacher. Her talk focused on such questions as the impact of the bilingual teacher being indigenous or nonindigenous, and the meaning of "indigenous" for New York Puerto Ricans; that is, is a Puerto Rican from Puerto Rico culturally different from Puerto Rican children in New York City. She discussed the differences between children's culture and the culture of adults. She felt that there were many classroom conflicts that had to do with this difference. Other issues she addressed were the conflicts and the value differences that could arise when teachers are from a different class background from the children they teach.

Dr. Orlando Taylor gave the third all day workshop on various methodological approaches to applied linguistics and the relationship between the Afro-American dialect and Afro-American identity.

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Short-Term Training Programs:

In addition to regularly scheduled workshops and meetings for 1972-73, the Bilingual Department attempted to respond to teachers' immediate needs throughout the year. Part of this response took the form of short-term training programs which were the result of needs which teachers expressed during regular meetings and discussions. One of the discussions involved a group of first grade bilingual teachers who met together every other week in the fall and several times in the spring. They discussed common classroom problems and exchanged ideas for activities and curriculum. In the end, they drew up a set of objectives for the first grade, to be utilized by new teachers the following year.

School workshops were held at each of the following schools: the Whittier, Bulfinch, Mackey, M.E. Curley, and Hernandez. At a workshop given for bilingual teachers in the Curley and Whittier Junior High Schools, Gerri Moore from Philadelphia, Pennsylvania talked about affective learning. Many of the activities in which the teachers involved themselves were designed to develop self-awareness of the individual as a teacher. Subsequently, Miss Moore helped the group define for itself the steps in the learning process. The second part of the workshop was video-taped for future training sessions.

Several small group discussions were held for individual teachers to meet with Dr. Villalobos, a psychiatrist. He met with teachers to talk about the psychological problems of individual children.

Three mini-courses were offered in the spring. One, on mental health, was a mini-course on Behavior Modification given by Dr. Albert Jurgelia of the Guidance and Counselling Department at Boston College. The focus of the course was on the basic principles of Behavior Modification and their possible application in the classroom. Teachers were exposed to behavior modification techniques such as con-

tingency management, behavior contracting, classroom token economy, and self-control procedures. The teachers then went back to their classrooms to try out the techniques, and then brought problems back to the course for further discussion. Prior to the presentation of this mini-course, there were some detailed discussions, among the course leader, the consultant teachers and the ILT consultant-trainer, regarding the underlying values involved in behavior modification.

Another mental health mini-course was given by Dr. Harold Goodglass, a psychologist at Children's Hospital. His course dealt with diagnosing children's learning disabilities.

The mini-course on Puerto Rican culture was given by several Puerto Rican teachers, aides, and community people. The workshop focused on the history, traditions, music and food of Puerto Rico and a special presentation about Loiza Aldea, a town in Puerto Rico.

One unusual training activity consisted of a trip to view bilingual programs in New York. Fifty teachers, administrators, and teacher aides participated. The itinerary of the trip included multi-programming to suit the needs of the group. The Chinese teachers visited two Chinese bilingual programs at the Two Bridges School and P.S.2. The Italian teachers gave a presentation at an Italian school and served as consultants to a team that was planning the Italian program for New York City. The Spanish teachers visited a neighborhood cultural center, Museo del Barrio, as well as three schools: Brandeis High School, the Bilingual Junior High Mini-School, and P.S. 25, a bilingual elementary school.

On returning to Boston several of the teachers prepared reports about the program. Some typical comments from these reports were as follows:

> "This visit (to Brandeis) made us feel more strongly about the idea that bilingual education holds the key to promise of helping to harmonize various ethnic elements in a community into a creative pluralistic society.
>
> "Our visit to P.S.25, a bilingual school in the Bronx, was a very worthwhile experience. The degree of cooperation evident with the community was particularly impressive. I had the opportunity to acquire all curriculum materials published by P.S.25."

In general, the trip to New York was a valuable experience for all who went, not only because it provided a chance for people to become acquainted with bilingual programs in New York, but also because it allowed teachers, aides, and administrators to spend time together.

There were also classes in English language skills for both teacher aides and parents, as well as a Spanish language skills course for teachers working in schools where there were Spanish speaking children. These classes were held after school hours.

During the middle of the year, through the initiative of the consultant-teachers, the administrative staff of the Department decided that it needed some kind of training to help the staff work together more effectively and to make plans for the following year. A staff retreat was held for two days, run by a private consulting firm. Unfortunately most of the staff felt it was a failure. Instead of dealing with broad issues and direction of the program, the retreat became a gripe session. Too often discussion brought out personality differences and interpersonal difficulties, and these were not dealt with in a sensitive way by the large group. Many people thought the retreat might have been more successful if there had been more planning and preparation prior to the two days together.

In late fall the responsibilities of the consultant-teachers changed considerably. The School Department gave the Bilingual Department the responsibility of evaluating its own teachers. The Boston Teachers Union requires that

untenured teachers be evaluated or "rated" by two parties. The school principal gives one grade and the Department of Staff Development gives another. Because ESL and bilingual education were new programs and required special skills, and because many of the classes were held in the native language of the child, the consultant teachers who were skilled in this area were given the task of evaluating teachers three times a year.

This change in role presented many difficulties in the relationship between the consultant-teachers and the classroom teachers. The Bilingual Department could now grade the teachers according to guidelines set for Bilingual or ESL programs. However, prior to the grading assignment, the consultant-teachers had focused on helping the teacher with her problems; now, the consultant-teachers had the dual responsibility of evaluation and support. Previously, a teacher may have felt free to discuss difficulties or weaknesses. With an "evaluator," the reaction sometimes became an attempt to hide weaknesses.

As part of the 1972-73 training program the consultant-teachers also received bi-weekly training sessions conducted by a local educational consultant group. Some of the meetings were discussions on similar problems, others were training on how to be an effective observer, how to help counsel teachers who were having problems and how to work more effectively with school administrators. Additionally, in their own training sessions the consultant-teachers attempted to resolve the conflict in their dual role as helper and evaluator. This became an on-going concern throughout the year.

Planning the in-service training for 1972-73 was a further development of the 1971-72 activities. Weekly meetings were held with all the consultant-teachers and the consultant trainer from the Institute. At the meeting everyone would bring together ideas, feedback from teachers in the classrooms about their needs, and information from the planning meetings held with all the teachers.

In-service program planning began in the fall with two meetings with the bilingual teachers and the planning team. As in the year before, letters were sent out to all teachers, followed by a planning meeting. The planning team brought together all the information and made up a schedule which included names of resource people. Another meeting was held so that the teachers could discuss and approve the plan.

The aim of the planning team sessions was to develop ways to fulfill the goals and objectives established by the teachers in these meetings and in previous years. For example, outside consultants came to meetings of the planning team to present what they could offer for workshops.

Once the year's programs were completed in the spring, evaluation forms were sent out to determine whether or not the program accomplished what it set out to do. This evaluation again gave the planning team helpful feedback which could lead to better programming the following year.

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The Third Year: 1973-1974

The thrust of the third year was to provide more specific grade level training, develop an intensive history and cultural program which presented all of the various groups represented by the Bilingual Department, to focus on intercultural conflict, to maintain the level of workshops in basic skills, to provide training programs for groups of teachers who worked together at specific schools, and to develop programs for the Bilingual Department staff and administrators, Guidance Counselors, Community Coordinators and Consultant-Teachers.

On the basis of feedback received the previous year regarding the pre-service programs and because new appointments were made late in August, the consultant teachers decided to have the pre-service workshops for new teachers after they were in their classrooms for two weeks. It was thought that the reality of the situations they had to deal with would provide for a richer experience for the teachers. Dr. Raquel Cohen gave a presentation on cultural sensitivity, Ms. Ethlyn Davis, a consultant specializing in classroom management and teaching styles, worked with teachers through role play, games and small group discussions. Presentations were also given on reading English and Spanish for the elementary, junior high and high school levels. The workshop was further highlighted by the presentation of Dr. John Arrogon, the Director of the Cultural Awareness Center at the University of New Mexico. His His presentation was on "Bicultural Programs and Their Educational Implications."

Again, at the beginning of the 1973-1974 school year meetings were arranged with teachers to assess their view on their training needs. The teachers' recommendations were more specific. They wanted work in the basic skills of reading, math and various Bilingual/ESL methodologies. They also wanted more work with specific grade levels and, when feasible, with groups or teams at their school sites.

Due, in part, to some well publicized instances of racial tensions involving Afro-American Anglo-American, and Hispanic-American kids in some of the schools and to their desire to have more intensive cross cultural programs, the teachers asked for some more detailed programs in history and culture of various ethnic groups and some specific programs addressing the issues of racial and cultural conflict, including Afro-American culture.

On this basis, the consultant teachers planned the scope of the programs to include training in basic skills of Bilingual/ESL for the fall and cultural workshops for the second half of the school year.

The fall workshops focused on teaching and writing in one's language, Bilingual/ESL techniques and innovative ways of teaching math. The program for the last halt of the school year included an intensive series of presentation of history and culture of Italians, Haitians, Greeks, Puerto Ricans, Cubans, Portuguese, Chinese, Dominicans and a general workshop on Latin American history and culture. These workshops were presented every Thursday from January 17th through March 28th.

With the aid of the consultant trainer, the next series of five workshops were designed to address the issues of multi-cultural communication and conflict. Because most of the request of training in this area arose from situations where Bilingual teachers were coping with conflict between Afro-American kids and other kids in their classrooms, this series was designed to give a framework of the Afro-American cultural experience and a historical context of minorities in America. To this end, Dr. Orlando Taylor, an Applied Linguist who specializes in Afro-American linguistics, gave two seminars on the Afro-American cultural experience from a linguistic perspective. This seemed to be a natural theme for Bilingual/ESL teachers. Dr. Bob Daniels, the Director of the Human Relations office at the University of Massachusetts, Amherst, gave a presentation which provided an historical context of minorities in America.

With this as background, the staff planning the workshop series, Rodolpho Rodriguez, Jose Masso, Charlene Rivera, Cecelia Brennahan and the consultant-trainer from ILT, Nat Mayes, presented a workshop which allowed teachers to constructively deal with cultural and racial conflict in the classroom. Through role play and discussions, teachers were able to deal with issues of race, color, class, and stereotypic perceptions of cultural differences.

In addition to middle of the year preservice workshops for newly hired Bilingual teachers, with the aid of ILT's consultant-trainer there were programs developed for the entire bilingual staff. Programs were developed for administrators in organizational development managed by Dr. James Perez of Boston College. Dr. Robert Jimenez of the Brookside Park and Family Life Center worked with guidance counselors and community coordinators on mental health issues affecting the Spanish speaking community. Ms. Ethlyn Davis worked with the consultant teachers on the use of role playing in the classroom. Additionally, a group made up of representatives of each of the staff groups were given training in an on-going task of evaluating the curriculum needs of dropouts from the Bilingual programs. The purpose of providing this training was to provide a context in which representatives from a cross-section of the department could collaboratively work together on a task where each of their resources had to be utilized.

Finally there were programs developed at the Curley, Mackey, and Whittier School sites which allowed teachers to work on some specific community school issues of affective learning, reading in native language and classroom management.

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Photo by Ellen Goodale

Summary

Prior to the passage of the Massachusetts Bilingual Law there was little effective response to the needs of non-English speaking children. After passage of the law the Bilingual Department found itself with the huge responsibility of developing programs and hiring teachers to comply with the law. The expansion of its responsibilities to include providing principles and procedures for designing bilingual programs in individual schools for multi-cultural groups produced an expansion of the staff. Newly adaptive staffing patterns consisted of representatives from multi-cultural groups of teachers, regional responsibilities of a group of consultant-teachers, community coordinators and guidance counselors.

The staff's basic goals were to cooperatively develop, with individual schools, procedures for establishing effective bilingual education programs in order to insure that every non-English speaking child had the option of receiving appropriate bilingual education. They were responsible for providing program and curriculum advice, materials and teacher training. They were to cooperate with individual schools in working out the process of integrating their programs into the on-going educational structure of each school.

The receptivity to such changes and the dynamics of that cooperative effort, of course, varied from one school site to the next. One way of describing the interface between the Bilingual Department and the schools is that the department found itself in a relationship with individual schools in which it was developing programs inherently designed to acknowledge and appreciate cultural differences. Although many school personnel had made sincere attempts to work with non-English speaking children they, understandably, had not had an opportunity to specifically deal with these linguistic and cultural differences. While there were many positive adjustments made, some of the negative reactions in these schools were: the isolation of bilingual teachers within the school structure; feelings that these teachers and students were treated with "special" consideration; and, consequently, a feeling that these teachers (and the Bilingual Department) did not perceive themselves as a part of the school system, "just like everyone else." In other words, there were misunderstandings as to the need for, and the educational concepts embedded within bicultural bilingual education.

Consequently there are both long and short range issues to be resolved in examining the prospect for the Bilingual Department developing successful bilingual programs within the Boston Public Schools.

The long range issues can be mentioned in somewhat broad terms. It is a given fact that the department is explicitly multi-cultural and acknowledges and respects cultural differences. Therefore, with such a multi-cultural frame of reference, the issues for the department and the rest of the school system become (1) How could the department be perceived as abiding by the guidelines of the

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system and become an integral part of a system that traditionally has not dealt explicitly with these language and cultural differences? (2) How could this process occur without suppressing the development of effective bilingual education programs?

The shorter range, but interlocking issue, involves the development of competent bilingual teachers and viable programs that respond to the needs of children in any given district. It is to this end that the Bilingual Department and the Institute for Learning and Teaching have been working.

The need for both pre-service and in-service training for teachers was not questioned. The task was to systematically find ways in which the training needs of 164 Bilingual/ESL teachers spread out over approximately 64 schools could be achieved and to put priorities on the kinds of training needs that could be met.

The planning process used by the consultant-teachers was developed over a three year period as a cooperative effort between the Institute for Learning and Teaching and the Bilingual Department. To organize effective workshops, the consultant-teachers with the aid of the consultant from ILT assessed the specific needs of teachers, designed training activities around those needs, and evaluated these activities in terms of how well those needs were met. The flexibility of the process allowed the program to change as the needs of the teachers changed. The training grew more useful with the emphasis on open communication and making full use of the resources within the department.

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APPENDIX A:

Description of the Massachusetts Bilingual Law

The Massachusetts Statute[1]

Every school district is required to take an annual census of all school-aged children of "limited English-speaking ability" and to classify them according to their dominant language. Whenever there are twenty or more children who share the same native language, the district must provide a bilingual program. A separate program must be provided for each language group.

The statute calls for the teaching of academic subjects both in a child's native language and in English; for instruction in reading and writing the native language, and in understanding, speaking, reading, and writing English; and for inclusion of the history and culture associated with a child's native language as an integral part of the program.

Although the school district's obligation to provide a bilingual program is mandatory, participation by the children and their parents is voluntary. Any parent whose child has been enrolled in a program has a right to prompt notice of such enrollment (in two languages), a right to visit his child's classes, and to confer with school officials, and finally, a right to *withdraw* his child from the program.

Parent Involvement

Parents are afforded the right to "maximum practical involvement" in the "planning, development, and evaluation" of the programs serving their children. Parents, along with bilingual teachers, bilingual teachers' aides, and representatives of community groups, also have the right to participate in policy-making and implementation of the law at the state level.

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[1] "The Compelling Case for Bilingual Education," by Jeffrey W. Kobrick, *Saturday Review*, April 29, 1972.

Bilingual Teachers

The statute creates a new state certification procedure for bilingual teachers that softens some of the previous rigidities and repeals a former U.S. citizenship requirement (which still exists in thirty states). It also allows bilingual teachers who have met some, but not all, of the certification requirements for teachers to serve provisionally and to count two years of provisional service toward a three-year tenure requirement.

State Reimbursement

The bilingual statute provides for state reimbursement to local school districts for that portion of the cost of a bilingual education program that "exceeds" the district's average per pupil cost. Additional costs not covered under the bilingual statute are eligible for reimbursement under the general aid to education statute. Although the program is "transitional"—a student's *right* to participate lasts only three years—any individual school district is allowed to go beyond this minimum, and programs that are "permitted" by the statute are reimbursed on the same basis as those that are "required." If a program gains support in a particular community, it is entirely possible that it could be extended into a full bilingual program.

The English Speaking

The major weakness of the statute is that it is *silent* on whether English-speaking children may be enrolled in bilingual programs and thus does not contain adequate safeguards against the isolation of minority children in such programs. Bilingual education can be of great benefit to English as well as non-English children, and provision for the enrollment of English speakers should be made. The *Harvard Journal on Legislation* has recently published a revised version of this statute, which provides for the enrollment of English-speaking children in the bilingual program.

APPENDIX B: Descriptive Calendar for 1971-72

Date	*Area*	*Level*	*Discussion Leader*	*Description*
Jan. 17 and 24	Reading in English	Primary	Virginia Dunn	
Jan. 31, Feb. 7	Reading in Spanish	Primary	Mirta Torres Marta Perez	
Feb. 9, Feb. 11	Math, Science	Elementary	Ellen Goodale	
Feb. 28, Mar. 6 and Mar. 13	Mental Health	All	Dr. Raquel Cohen Manuel Teruel Librado DeHoyes	Mental Health issues: A cross-cultural perspective
March 20 and Mar. 27	ESL	All	Francine Steigletz	Presentation of theoretical concepts in teaching ESL
April 3	Bilingual-ESL	Elementary	Mary Crispo	Drama in the classroom
		Elementary	Dorothy Feeney	Art media for ESL reinforcement
		Elementary	Bonnie Sue Carton	Creative writing
		Junior High	Harry Morales	Music sings in Spanish
April 10	Bilingual-ESL	Elementary	Marcia Migdal	Hablan los Niños-Nat'l text books
	Book Fair Demonstrations	Elementary	Tim Baer	Core English Series—Ginn & Co.
		High School	David Doyle	English your new language—Silver Burdett

Date	Area	Level	Discussion Leader	Description
April 10 (cont.)		Elementary	Janet Harpel	English around the world—Scott Foresman
		High School	Morton Glick	Lado English Series—Simon Schuster
April 24, May 1	Culture	All	Manual Teruel Sabina Risio James Karloutsos Pierre Dupera Georgette Gonzales Leana Negron Stephanie Fan (This group was prepared for this presentation by Inter-Culture Inc.)	Discussion of the varied cultural backgrounds, values and how these affect the adjustment of the non-English speaking children entering Public Schools
May 8, May 15	Culture	Junior High	Carlos Santiago	History and culture of Puerto Rico
May 8	ESL	Junior High, High School	Consultant Teachers	English reading for older students
May 15	Spanish	Junior High, High School	Bilingual Teacher	Spanish reading for older students. Discussion and sharing of ideas.
May 22	Team Teaching	Elementary, Junior High, High School	Michelangelo Teachers McCormack Teachers	Presentation of teams of teachers of several ongoing alternatives for implementation of Bilingual Education.

APPENDIX C: Descriptive Calendar — Pre-Service Training Sessions — 1972-73

Date	*Area*	*Level*	*Discussion Leader*	*Description*
Aug 21, '72	Orientation—Pre-Service	All	Jeremiah J. Botelho and Assistant Directors, Bilingual Education Department	Background and goals of Bilingual Education Department
	Use of Audio Visual Equipment	All	Ellen Goodale, Bilingual Department	Use of audio-visual equipment
	Bilingual & ESL Methods and Materials	All	Betsy Tregar & Maria Geddes, Bilingual Department	Explanation and exhibition of various materials used in Bilingual and ESL classes
Aug 22, '72	Reading in English	ESL	Janet Harpel, Boston Teacher	
		Primary	Virgina Dunn, Boston Teacher	
		Elementary	Denise Goldman, Boston Teacher	
		Secondary	Eunice McCarthy, Boston Teacher	
	Parent Involvement	Spanish—All	Ellen Goodale, Bilingual Dept.	Parent Involvement in Bilingual and ESL Programs
		Italian—All	Sabina Risio, Boston Teacher	
		Chinese—All	Frances Yee, Boston Teacher Esmond Chan, Bilingual Dept.	
Aug 23, '72	Reading in Spanish	Primary	Marta Perez, Boston Teacher	
		Elementary	Mirta Torres, Boston Teacher	
		Secondary	Elida Menendez, Boston Teacher	

Date	*Area*	*Level*	*Discussion Leader*	*Description*
Aug 23, '72 (cont)		Pull-Out	Betsy Tregar, Bilingual Dept. Maria Geddes, Bilingual Dept.	Coordinating pull-out programs with classroom program
	Materials	Italian—All	Maria Ibba, Consultant from Washington, D.C.	Materials used in Italy
	Hong Kong Education	Chinese—All	Ms. Lok, Mr. Siu, Mr. Sung, Consultants from New York City and San Francisco	School System in Hong Kong
	Teacher Aides	All	Ellen Goodale, Bilingual Dept	Working with teacher aides
	Guidance	Secondary	Jim Caradonio, Joe Fernandez, Bilingual Guidance Counselors	Role of Guidance Counselor in the Secondary School
	Supervision	All	Maria Geddes, Betsy Tregar, Bilingual Department	Role of the Consulting Teachers
	Subject Content	Italian—All	Maria Ibba, Consultant from Washington, D.C.	Italian—Interdisciplinary approach to teaching subject content
	Cultural Background	Chinese—All		Chinese Cultural background of the Chinese students
Aug 24, '72	English as a Second Language	Elementary	Inez Heath, Boston Teacher	ESL for bilingual elementary level
		Secondary	Muriel Mendez-Diaz, Boston Teacher	ESL for secondary teachers
		Elementary	Mary Linda Sousa, Bonnie Sue Carton, Boston Teachers	ESL for elementary pullout teachers

Date	*Area*	*Level*	*Discussion Leader(s)*	*Description*
Aug 24, '72 (cont.)	Curriculum Development & Contrastive Analysis	Italian—All	Maria Ibba, Consultant from Washington, D.C.	New approaches to curriculum development and Contrastive Analysis
	Chinese Bilingual Program	Chinese—All	Mr. Siu, New York City	Presentation of Chinese bilingual program as it exists in New York City
	History & Culture	Spanish—All	Carlos Santiago, Bilingual Teacher, Boston, and Ceferino Osorio, Bilingual Teacher Aide, Boston	History and Culture of Puerto Rico
	Methods & Materials	Italian—ESL—All	Maria Ibba, Consultant from Washington, D.C.	Italian—ESL materials and methods used in Italy
	Chinese Bilingual Program	Chinese—All	Mr. Sung, San Francisco	Presentation of Chinese bilingual program as it exists in San Francisco
Aug 25, '72	Mathematics	Elementary	Ellen Goodale, Bilingual Dept	Math for elementary grades
		Secondary	Teresa Berry & Denise Goldman, Boston teachers	Math for secondary grades
	Chinese Bilingual Program	Chinese—All	Esmond Chan, Maria Geddes, Bilingual Department	Discussion of Chinese bilingual classes

APPENDIX D: A sample letter to teachers regarding the process of teacher training

TO: Bilingual-ESL Teachers

FROM: Institute for Learning and Teaching,
University of Massachusetts/Boston

SUBJECT: Your participation in the planning of your training programs for the first half of the school year.

DATE: October 2, 1972

This year, the Institute will be working again with members of the Bilingual Department to develop training programs (new teachers, expecially, should see attached information regarding last year's teacher programs and the role of the Institute in the implementation of those programs).

Consistent with our intentions of making the teacher-training programs directly relevant to the needs of teachers, we are beginning the year by asking you to define those needs.

The consulting teachers then will be responsible for developing training programs on the basis of your defined needs. Also, they, and the consultant-trainer from the Institute, will be primarily responsible for implementing these programs.

We are requesting to meet with you (old and new teachers) on October 10th at 3:30 at Old B.C. High so that, in small groups (a consulting teacher in each group), you can discuss and develop ideas for your training, as you assess your own needs. We need your help with both the content and the format of the training programs.

The consulting teachers will meet within two days to try to structure your ideas and to think of appropriate resources.

We will meet with you on October 16th to get your reactions and to finalize our plans. You will be notified by mail when the training programs are to begin.

It is particularly important to get input from teachers across the three levels of programs: primary, elementary, and secondary. Therefore, we are urging all of you to use these two occasions to help us develop the kind of training programs you will find most useful.

After the first half of the year, we will then evaluate our programs and refine them through a similar process for the remainder of the school year. We look forward to meeting with you on October 10th at 3:30 p.m., Music Room, Old B.C. High.

Accompanying the letter is a description of the background of the teacher training program

BACKGROUND

The Institute for Learning and Teaching at the University of Massachusetts at Boston, is a Ford Foundation supported project (financial support will eventually be all University of Massachusetts/Boston) designed to provide support services for groups of teachers or others who work with children in an urban educational setting.

The Institute, in cooperation with the Boston School Department, in addition to working with the Bilingual Departments, is currently working with teachers in the new open-space schools and teachers in several secondary schools. In addition, we are working with parochial schools of the Boston Archidocese.

The process by which the Institute works with people is not as a critic, advocate or expert. Rather, through its consultant-trainer, it functions collaboratively with educational institutions and personnel to help them find ways to meet their unique needs. Specifically, the consultant-trainer works with people to identify their training needs and then musters appropriate resources. These resources, part-time services of professors from universities, of consultants from education-related agencies and of teachers and administrators from the schools who have recognized expertise—make up the faculty of the Institute. It has no standing faculty per se.

In that capacity, several programs were implemented in Bilingual Education this past school year. Among them were:

The longest on-going training program initiated was the regularly scheduled Monday training program for Bilingual and ESL teachers. The content ranged from specific skills training, i.e., techniques in teaching reading in Spanish and English etc., to discussions concerning the dynamics of culture and cross-cultural communication.

Another workshop was developed specifically for Bilingual cluster teachers. This workshop, run by two New York curriculum development specialists, was geared towards practical applications of curriculum ideas in in classroom work.

A program of teaching English to teacher-aides was initiated. The program lasted until June of this year and could be resumed this year after consulting with the teacher aides.

In a somewhat unique approach, ILT helped sponsor a television program on WGBH on January 6, 1972, the the day of the Feast of the Epiphany. In Puerto Rico, this is the day that Christmas, as we know it, is celebrated. This project provided an ideal process by which children, parents, community coordinators, teacher aides,

teachers, and administrators could cooperatively participate in and plan.

Finally, the August pre-service workshop, including resources for Italian, Chinese, and Spanish related Bilingual-ESL teachers was sponsored by ILT.

We look forward to an exciting year of working with teachers of various cultural groups towards developing effective training programs. As we look forward to the following year, the important point to be emphasized is not the content or form of the training programs, as they were last year, but the process by which we arrived at these programs. The process involved designing these programs with teachers so that they clearly respond to their needs. To that extent, the content and form of training is open for refinement for the coming year.

Sincerely,

Nathaniel H. Mayes,
Consultant-Trainer to Bilingual Department
Institute for Learning and Teaching

Jeremiah Botelho, Director
Department of Bilingual Education

APPENDIX E: Descriptive Calendar — In-Service Training Sessions — 1972-73

Date	*Area*	*Level*	*Discussion Leader(s)*	*Description*
Oct 30, '72	Bilingual Department	All	Staff members, Bilingual Department	An explanation of the Philosophy and objectives of the department with an exploration of the needs and services provided as well as a description of the roles of various staff members.
Wednesdays: Nov '72 Dec '72 Jan '73	Bilingual Department	First Grade	Ellen Goodale, Bilingual Department	Meetings of first grade teachers to discuss available materials, share teacher made materials and ideas and to write up curriculum ideas to share with other grade I teachers.
Nov 6, '72	School Volunteers	All	Wendy Wilkins, Trainer, School Volunteers of Boston	Information and discussions of the following topics: a) Volunteer services for ESL enrichment, reading, library, etc. b) Procedures for requesting volunteers c) Methods for using volunteers to best advantage integrating volunteers' work with regular classroom activities d) Training given to volunteers
Nov 13, '72	Reading Games	Elementary (English)	Louise Brown, Remedial Reading Teacher, Washington Allston School in Allston	Development of teacher-made games and their use in the classroom to create interest in

Date	Area	Level	Discussion Leader(s)	Description
Nov 13, '72 (cont.)				reading. Louise Brown will bring games she has developed and published to present to the group.
	Math	Secondary	John Erast	Innovative ways of teaching math to High School and Junior High School children which are geared especially to motivating children who are turned off to math. Emphasis on using inexpensive or teacher-made materials.
Nov 20, '72	Organic Reading	Elementary	Lupe Rangel, Bilingual Teacher, Lewis Jr. High School, Boston	Process of teaching students to create their own books. Lupe Rangel's students in the past have created many interesting books which she is now using in her classroom. Samples of some of the books her students have made will be discussed.
	Science	Secondary	Bruce Whitmore, Science Coordinator, Lincoln Public Schools	Discussion with Junior and Senior High School teachers geared towards innovative ideas for science projects, using inexpensive materials.
Nov 27, '72	Reading in Spanish (Discussion in Spanish)	Elementary	Nesta Rivera, Bilingual third grade teacher, Rafael Hernandez School	Nesta Rivera, having had experience teaching in Puerto Rico, will be discussing her approaches to teaching reading and how she makes reading relevant to the lives of the children in her class.

Date	Area	Level	Discussion Leader(s)	Description
Nov 27, '72 (cont)	Arts and Crafts	Secondary	Beth Wilson, Art teacher at the Neighborhood Arts Center in the South End	Beth Wilson will work with Junior and Senior High teachers around art teaching appropriate for older students with use of materials that are inexpensive and available to teachers.
	Making Games	Elementary (Italian & Chinese teachers)	Louise Brown, Remedial Reading Teacher, Washington Allston School	Teachers along with Louise Brown will have a chance to present and discuss creative games they have developed.
Dec 4, '72	Reading in English for Secondary Students	Secondary literates	Raffael DeGruttola, Consultant Teacher, Bilingual Education Department	An exploration of various techniques in teaching reading at the secondary level with an emphasis on diagnostic techniques and reading comprehension.
	Reading in Spanish for Secondary students (in Spanish)	Secondary	Maria Fleites, Bilingual teacher, Whittier Junior High School has taught basic literacy to adults and young adults	Discussion of various ways of teaching reading to Junior and Senior High students with learning problems.
	Arts and Crafts for Elementary students	Elementary	Susan Bloom, Art Director, Storefront Learning Center	Presentation of simple arts and crafts projects for the classroom using easily obtainable materials.
Dec 11, '72	Bilingual Education	All	Ernie Mazzone, Director, Bureau of Transitional Bilingual Education	Designed to explain and discuss the various aspects of the Bilingual Law and how it affects the classroom teachers.

Date	*Area*	*Level*	*Discussion Leader(s)*	*Description*
Dec 11, '72 (cont.)			Sister Frances Georgia, Consultant for Bilingual Education, Bureau of Equal Opportunity Alex Rodriguez, Supervisor, Bilingual Education	
Jan 27, '73	Culture	All	Dr. Uvaldo Palomares, Inst. for Personal Effectiveness in Children, California	Development of cultural sensitivity and effective listening skills in teachers.
Feb 12, '73	Cultural Stereotypes	All	Joan Lester, Children's Museum	Demonstration and discussion of stereotypes of American Indians.
Feb 16, '73	Learning processes	Junior High	Gerri Moore, teacher, trainer for the affective program in Philadelphia	The various techniques used to involve students with the process of learning.
Feb 26, '73	Reading	Elementary & Junior High	Maria Fleites, Bilingual teacher, Boston	Teaching literacy to adults and adolescents. Philosophy and strategies based on Paolo Frere
February Vacation '73	Trip to New York City	All	Bilingual Department and the Institute for Learning and Teaching, U.Mass/Boston	Trip to New York City to visit: PS 25, a Spanish/English bilingual school; Bilingual Mini-School, a Spanish/English Jr. High; A bilingual High School, Spanish/English/French; PS 2, The Two Bridges School, a bilingual transitional school, Chinese/Spanish/English; and El Museo del Barrio, a cultural center.

Date	Area	Level	Discussion Leader(s)	Description
Mar 13, '73	Mental Health as related to Chinese students	All	Jean Lau Chin, staff psychologist at the Thom Clinic, Boston	Examination of the acculturation process and the impact of education in developing a positive cultural identity.
Mar 26, '73	Mental Health	All	Dr. Raquel Cohen, Associate Director, Harvard Laboratory of Community Psychiatry	Psychological adjustments of children and families migrating to a new cultural environment. Value differences, cultural dynamics, bicultural education and the relationship of teachers to students and families of other cultures.
Apr 5, '73	Mini-Course in Behavior Modification	All	Dr. Albert Jurgela, Guidance and Counseling Dept., Boston College	The basic principles of behavior modification and their possible application to the classroom.
Apr 28, '73	The Bilingual Teacher	All	Ms. Awilda Orta, Project Dir. Bilingual Mini School, N.Y.	Indigenous versus the non-indigenous bilingual teacher, culture conflict between teacher and student, possible class conflicts, and existing value differences.
Apr 30, '73 May 14, '73 May 21, '73 May 28, '73	Puerto Rican History and Culture	All	Ms. Nilda Rivera, Coordinating Teacher in Charge of the Cluster Schools and a committee of Puerto Rican teachers, aides and community people	History, traditions, music, foods, and a presentation on Loiza Aldea.

Date	*Area*	*Level*	*Discussion Leader(s)*	*Description*
May 1, '73 May 8, '73 May 15, '73 May 22, '73	Diagnosis of children's learning needs	Elementary	Dr. Harold Goodglass, Psychologist at the Children's Hospital	Theoretical background on children's learning disabilities. Participants will have the opportunity of watching children evaluated for spoken language ability, motór behavior, and simple reading skills.
May 8 & 15, '73	History and Culture	All	Carlos Santiago, bilingual teacher-Whittier School	History and Culture of Puerto Rico
May 8, '73	Reading in English	Secondary	Bilingual Department	English reading for the older students.
May 15, '73	Reading in Spanish	Secondary	Bilingual Department	Spanish reading for the older students.
May 22, '73	Team Teaching	Junior High	Team of 3 teachers, McCormack School, Boston, Team of 3 teachers, Michel-angelo School, Boston	Presentation by teams of teachers of several ongoing alternatives for implementation of Bilingual Education.

APPENDIX F: Descriptive Calendar 1973-74

CALENDAR OF WORKSHOPS—1973-74

Date	*Area*	*Level*	*Discussion Leader(s)*	*Description*
Sept 15, '73	Mental Health	All	Dr. Racquel Cohen Harvard Laboratory of Community Psychiatry	Cultural sensitivity
	Curriculum	All	Ethlyn Davis	Looking at Teaching Styles
Sept 16, '73	Curriculum	All	Ethlyn Davis	Curriculum and Teaching Styles
	Curriculum	Elementary	Mary Linda Daily, Teacher, Hernandez School	ESL
	Curriculum	Elementary	Margaret Krell, Teacher, Mackey School	Reading in English
	Curriculum	Elementary	Marta Perez, Curriculum Writer Title III	Reading in Spanish
	Curriculum	Upper Elem.	Maria Fleites, Teacher, Whittier School	Spanish Reading
	Curriculum	Upper Elem.	Milagros Martinez	Spanish Culture
	Curriculum	High School	Bessie Yee	ESL
	Curriculum	High School	Jose Masso, Teacher, Copley Square High School	Culture & Curriculum
Nov 13, '73	Mathematics	Jr. Sr. High	Sister Carolyn Caveny, Teacher, St. Joseph's Community School	Procedure for setting up individualized Math programs for 20 or more students
Nov 7, '73	Spanish	Junior High School	Manuel Molina, Teacher, Curley Jr. High School	Curriculum, style techniques for teaching Spanish to native Spanish speakers.

Date	*Area*	*Level*	*Discussion Leader(s)*	*Description*
Nov 8, '73	Junior High School: Program Dilemmas	Junior High	Raffael De Guittola, Bilingual Cleveland School Department Daniel Downing, Teacher,	Discussion of concerns: What do I teach and how do I teach it?
Nov 19,26, '73 Dec 3,10, '73	Reading in English	Primary	Virginia Dunn, Teacher, Hernandez School	Reading readiness, practical techniques, use of materials, teaching approaches
Nov 14,28, '73 Dec 5,12, 19, '73	Reading in Spanish	All	Mrs. Ignacia Mallon, Director of Bilingual Program, Framingham, Mass.	Reading readiness, Low readers in High School Reading in Spanish
Nov 13,27, '73	ESL	Elementary	Consultant teachers	Compiling games, techniques Developing Science, Math Units, Making Materials for the classroom.
Nov 12, '73	Testing	All	Marta Weber, Bilingual Dept.	Presentation of different tests used in the department

MULTICULTURAL HERITAGE WORKSHOPS

Meeting every Thursday
at 3:15, 21 James Street

Jan 17, '74	Italian History and Culture Anthony Lori, William Kearns, Marta Sartori
Jan 24, '74	Haitian History and Culture Jacqueline Nau
Jan 31, '74	Greek History and Culture Jim Karloutsos
Feb 7, '74	Puerto Rican History and Culture José Massó
Feb 14, '74	Portuguese History and Culture Georgette Gonsalves
Feb 28, '74	Chinese History and Culture David Shih
Mar 7, '74	The Chinese American
Mar 14, '74	Cuban History and Culture María Fleites
Mar 21, '74	Dominican History and Culture Freida García
Mar 28, '74	Latin American History and Culture Jeffrey Elman, Patrick O'Neill, Michael Satut

MULTICULTURAL COMMUNICATION WORKSHOPS *

*It was suggested that teachers make a point to attend these four workshops in sequence rather than only one.

Apr 3, '74	Language and Identity as Related to Afro-American Culture, a Linguistics Perspective *Dr. Orlando Taylor*
Apr 10, '74	Afro-American English and Standard English, Educational Implications *Dr. Orlando Taylor*
Apr 24, '74	Interracial Apperception Seminar *Dr. Bob Daniels*
May 1, '74	Simulation of Racial, Cultural Conflict in the Classroom *"Multicultural Communications Workshop Leaders,"* Rudolpho Rodriguez, Jose Masso, Cecilia Bresnahan, Charlene Rivera & Nat Mayes
May 10, '74	Multicultural Celebration Discussion, Food-Music